



## Orangeburg 5 School District

578 Ellis Avenue  
Orangeburg, SC 29115

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	6,882 Students	
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Below Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

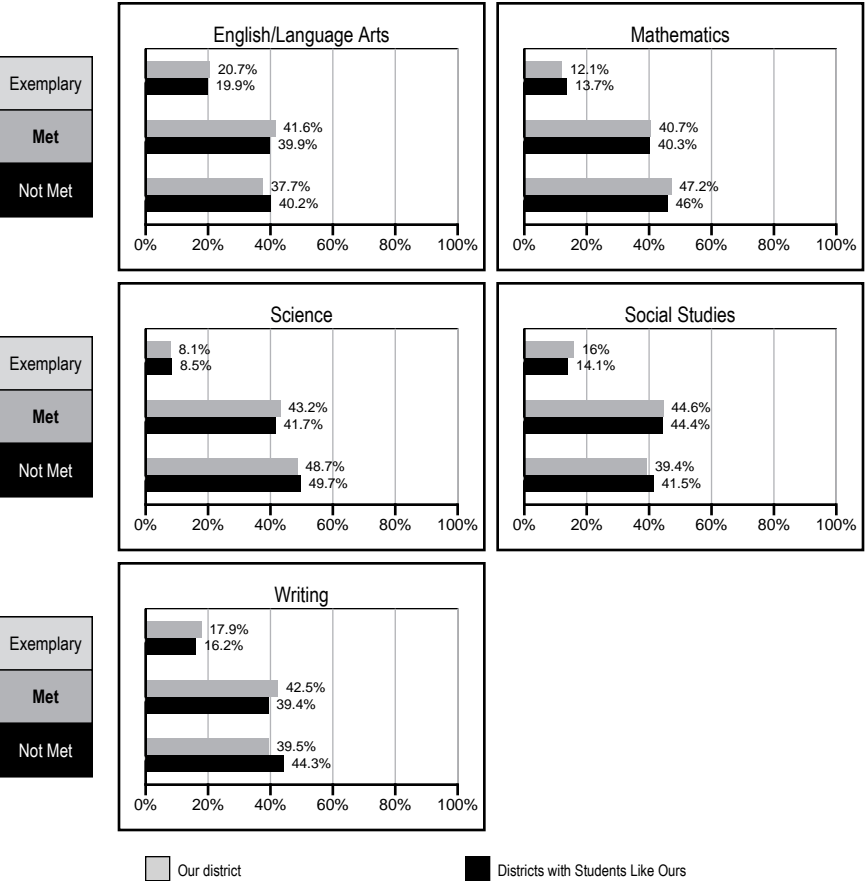
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	6	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	68.7%	71.0%	70.2%	66.1%	72.3%	64.8%
Passed one subtest	18.6%	15.7%	15.6%	17.6%	15.6%	17.7%
Passed no subtests	12.6%	13.3%	14.3%	16.3%	12.1%	17.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	67.8%	62.5%
English 1	61.6%	50.5%
Physical Science	32.9%	34.7%
US History and the Constitution	22.5%	17.7%
All Subjects	47.4%	41.9%

Abbreviations for Missing Data

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## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=6,882)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 79.2%	100.0%	99.7%
Retention rate	5.4%	Down from 8.6%	3.8%	3.1%
Attendance rate	94.9%	Up from 94.8%	95.3%	95.7%
Eligible for gifted and talented	3.5%	Down from 3.8%	7.3%	11.2%
With disabilities other than speech	12.0%	Up from 10.2%	11.6%	10.6%
Older than usual for grade	7.1%	Down from 7.2%	5.4%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.9%	0.4%	0.5%
Enrolled in AP/IB programs	7.7%	Down from 10.3%	5.9%	10.5%
Successful on AP/IB exams	N/A	N/A	46.2%	51.2%
Eligible for LIFE Scholarship	22.4%	Down from 30.2%	29.1%	30.8%
Enrolled in adult education GED or diploma programs	83	Up from 35	40	40
Completions in adult education GED or diploma programs	50	Up from 35	23	30
Annual dropout rate	4.0%	Down from 7.1%	3.4%	3.4%
<b>Teachers (n=527)</b>				
Teachers with advanced degrees	70.4%	Up from 68.1%	52.9%	56.8%
Continuing contract teachers	76.5%	Up from 74.0%	69.6%	76.7%
Teachers with emergency or provisional certificates	7.8%	Down from 9.7%	10.7%	4.6%
Teachers returning from previous year	87.6%	Down from 90.0%	83.5%	88.4%
Teacher attendance rate	95.0%	Up from 94.8%	95.0%	95.0%
Average teacher salary*	\$48,409	Up 3.3%	\$44,753	\$46,992
Vacancies for more than nine weeks	0.6%	Down from 0.9%	1.5%	0.4%
Professional development days/teacher	17.0 days	Up from 14.1 days	13.1 days	13.1 days
<b>District</b>				
Superintendent's years at district	9.5	Up from 8.5	3.5	3.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.7 to 1	18.9 to 1	20.5 to 1
Prime instructional time	88.4%	Up from 87.7%	88.9%	89.8%
Dollars spent per pupil**	\$11,526	Up 6.6%	\$10,717	\$9,279
Percent of expenditures for teacher salaries**	52.0%	Up from 51.1%	48.1%	52.7%
Percent of expenditures for instruction**	55.2%	Up from 55.0%	53.1%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	14	No Change	5	9
Number of magnet schools	0	Down from 13	0	0
Portable classrooms	0.4%	No Change	5.3%	3.5%
Average age in years of school facilities	25 Years	No Change	31 Years	28 Years
Number of schools with SACS accreditation	14.0	No Change	4.0	8.0
Parents attending conferences	99.7%	N/A	92.2%	93.9%
Average administrator salary	\$75,319	Up 0.9%	\$74,796	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	431	91.6%	2129	47.4%	534	70.4%	No
<b>Gender</b>							
Male	209	90.0%	1010	45.6%	268	64.6%	N/A
Female	222	93.2%	1119	49.0%	266	76.3%	N/A
<b>Racial/Ethnic Group</b>							
White	18	100.0%	125	67.2%	27	63.0%	N/A
African American	408	91.4%	1981	45.9%	498	71.1%	N/A
Asian/Pacific Islander	N/A	N/A	14	78.6%	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	41	53.7%	218	23.4%	60	35.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	338	89.9%	1640	46.3%	407	69.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	91.6%	91.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	534	222
Number of Diplomas	376	154
Rate	70.4%	70.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	435	417	454	425	436	417	1325	1259		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	15.6	15.4	17.3	17.0	16.6	16.1	16.8	16.8	16.7	16.4
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	52.7 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Orangeburg Consolidated District Five's push for academic excellence continued with positive results during the 2008-2009 school year, and the success the district realized is a result of the involvement of all stakeholders --- parents, students, staff and community --- being involved in the education process. These stakeholders ensured that every student in the district is the recipient of a high-quality education --- an education that not only enhances academic performance, but molds good character as well, which, in turn, builds a strong foundation for their future success.

The quality of the instruction provided to our students was strengthened and teachers across the district were provided with cutting-edge professional development, which helped them to help students grasp the standards for their particular grade level and core subject area. We also improved our comprehensive professional development activities for support staff. Additionally, the district continued to intensify its recruiting efforts to attract, hire, and retain the most capable teachers, administrators, and support staff available. These efforts are working and are exemplified in the in the 32 times our schools have been designated Palmetto Silver or Gold, the National Blue Ribbon School of Excellence winner, the Blue Ribbon Lighthouse School Award winner, the school honored twice by U.S. News and World Report as one of the best high schools in the nation, the 65 Palmetto Fellows qualifiers (minimum 1200 SAT score and 3.5 GPA) we've had since the program began, the 103 Junior Scholars and 20 Duke TIP students we've had over the past few years, and the \$40 million-plus in scholarships our students have earned over the past few years. Add to all of this the art students who have earned more international, national, and state awards and honors than any other school district in the state, including the Governor's School of the Arts, and it becomes glaringly obvious that we are well on our way to molding well-rounded students and good citizens. Several of our programs have been used as national and state models, which lets us know we are on track with the implementation of our programs and their delivery to our students and this community.

The Orangeburg community has a lot to be proud of when looking at this district and what it has accomplished. We work hard to make sure our students have the necessary tools to make them competitive not just locally, but nationally as well. We have taken great care in making sure we provide our students the most technologically advanced learning environments available. We have and will continue to make sure our programs and the instruction we provide to our students are the best they can be, and that they assist all of our students, from those in need of academic nurturing to our most academically-talented students in the International Baccalaureate, Magnet, Honors and Advanced Placement Programs. Involving all stakeholders --- parents/guardians, students, teachers, support staff, and the community --- in the educational process continues to be of utmost importance to the district because we fully understand that we can't achieve our goals without the assistance of each and every entity named above. Success can continue to be a part of our everyday existence with everyone's involvement and support. In the total scheme of things, there is truly nothing more important than educating the most important resource in the Orangeburg County community --- our children.

Melvin Smoak, Superintendent

Julius Page, Board Chair

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No Child Left Behind

District Adequate Yearly Progress	No
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This district met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Robert E Howard Middle	R	Rivelon Elementary	CSI-DELAY
Brookdale Elementary	NI-DELAY	Whittaker Elementary	NI

The Orangeburg 5 School District consists of 14 public schools with 4 of these schools, or 28.6%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	2966	99.5	37.1	42.0	21.0	75.6	82.8	Yes	Yes
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<b>Gender</b>									
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Male	1529	99.4	42.2	38.5	19.3	70.3	79.3	N/A	N/A
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Female	1437	99.7	31.7	45.6	22.7	81.1	86.5	N/A	N/A
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<b>Racial/Ethnic Group</b>									
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White	266	99.3	25.2	42.4	32.4	82.8	89.5	Yes	Yes
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African American	2646	99.6	38.2	42.3	19.5	74.9	73.7	Yes	Yes
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Asian/Pacific Islander	20	100.0	N/AV	N/AV	N/AV	N/AV	92.3	I/S	I/S
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Hispanic	32	100.0	66.7	16.7	16.7	54.2	76.5	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
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<b>Disability Status</b>									
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Disabled	533	98.5	60.7	30.0	9.3	52.3	52.0	No	Yes
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<b>Migrant Status</b>									
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Migrant	2	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
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<b>Limited English Proficient</b>									
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Limited English	20	100.0	53.3	26.7	20.0	66.7	75.1	I/S	I/S
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<b>Socio-Economic Status</b>									
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Subsided meals	2485	99.6	41.1	41.5	17.4	73.0	75.5	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	2966	99.6	46.5	41.4	12.1	66.3	78.9	Yes	Yes
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<b>Gender</b>									
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Male	1529	99.5	50.2	37.9	11.9	62.5	77.0	N/A	N/A
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Female	1437	99.7	42.5	45.1	12.4	70.3	80.9	N/A	N/A
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<b>Racial/Ethnic Group</b>									
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White	266	99.3	34.0	45.8	20.2	77.3	87.2	Yes	Yes
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African American	2646	99.6	47.9	41.1	11.0	65.1	66.7	Yes	Yes
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Asian/Pacific Islander	20	100.0	5.3	42.1	52.6	94.7	93.0	I/S	I/S
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Hispanic	32	100.0	54.2	33.3	12.5	58.3	76.0	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
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<b>Disability Status</b>									
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Disabled	533	98.7	70.9	23.5	5.6	37.9	45.5	No	Yes
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<b>Migrant Status</b>									
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Migrant	2	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
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<b>Limited English Proficient</b>									
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Limited English	20	100.0	40.0	33.3	26.7	66.7	76.1	I/S	I/S
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<b>Socio-Economic Status</b>									
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Subsided meals	2485	99.6	50.3	40.4	9.3	62.9	70.2	Yes	Yes
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\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample



**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	1994	99.7	47.4	44.5	8.1	52.6	67.5
<b>Gender</b>							
Male	1006	99.6	48.9	42.0	9.1	51.1	67.0
Female	988	99.8	46.0	47.0	7.0	54.0	68.0
<b>Racial/Ethnic Group</b>							
White	174	100.0	35.3	48.1	16.7	64.7	79.5
African American	1782	99.7	48.7	44.4	6.9	51.3	50.3
Asian/Pacific Islander	16	100.0	6.7	40.0	53.3	93.3	84.3
Hispanic	20	100.0	78.6	14.3	7.1	21.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	353	99.2	72.8	19.2	8.0	27.2	35.6
<b>Migrant Status</b>							
Migrant	2	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	16	100.0	58.3	25.0	16.7	41.7	59.6
<b>Socio-Economic Status</b>							
Subsided meals	1673	99.6	52.5	41.7	5.9	47.5	55.1

**Social Studies**

All Students	1974	99.7	38.8	45.0	16.2	61.2	72.3
<b>Gender</b>							
Male	1044	99.5	41.0	41.7	17.3	59.0	71.5
Female	930	99.8	36.4	48.7	14.9	63.6	73.2
<b>Racial/Ethnic Group</b>							
White	179	100.0	25.3	45.8	28.9	74.7	80.7
African American	1757	99.7	40.0	45.2	14.8	60.0	60.0
Asian/Pacific Islander	11	100.0	N/AV	N/AV	N/AV	N/AV	88.5
Hispanic	26	96.2	70.0	25.0	5.0	30.0	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	353	99.7	60.7	31.6	7.7	39.3	43.5
<b>Migrant Status</b>							
Migrant	2	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	13	100.0	66.7	33.3	N/A	33.3	67.9
<b>Socio-Economic Status</b>							
Subsided meals	1646	99.6	43.2	44.4	12.4	56.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	2950	98.1	39.0	40.8	20.2	61.0	70.2	95.8	96.1
Gender									
Male	1516	97.7	46.0	37.9	16.0	54.0	63.2	95.5	96.0
Female	1434	98.5	31.6	43.9	24.5	68.4	77.5	96.1	96.3
Racial/Ethnic Group									
White	263	97.7	35.2	43.2	21.6	64.8	79.1	94.4	95.9
African American	2633	98.2	39.4	40.8	19.8	60.6	57.6	96.0	96.3
Asian/Pacific Islander	20	100.0	N/A	36.8	63.2	100.0	86.2	95.7	97.3
Hispanic	32	90.6	60.0	24.0	16.0	40.0	62.6	94.0	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	96.8	94.9
Disability Status									
Disabled	517	91.3	76.6	20.1	3.3	23.4	26.1	95.3	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	95.7	96.5
Limited English Proficient									
Limited English	19	94.7	43.8	37.5	18.8	56.3	61.2	94.8	96.8
Socio-Economic Status									
Subsidized meals	2457	98.2	42.5	40.2	17.3	57.5	58.9	95.5	95.6

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	536	99.8	25.5	42.2	32.3	74.5
	4	532	99.6	31.1	47.5	21.4	68.9
	5	456	99.3	28.0	51.5	20.5	72.0
	6	498	99.4	40.8	41.2	18.0	59.2
	7	471	100.0	52.4	31.7	16.0	47.6
	8	473	98.9	46.7	37.2	16.0	53.3
Mathematics							
2009	3	536	99.8	50.2	34.9	14.9	49.8
	4	532	99.6	41.0	47.3	11.7	59.0
	5	456	99.3	42.9	46.6	10.5	57.1
	6	498	99.8	40.0	44.5	15.6	60.0
	7	471	100.0	47.0	44.3	8.8	53.0
	8	473	98.9	58.4	30.9	10.7	41.6
Science							
2009	3	274	99.6	51.4	41.0	7.6	48.6
	4	531	99.6	46.0	46.0	8.1	54.0
	5	231	99.1	42.6	50.5	6.9	57.4
	6	256	99.6	43.7	45.0	11.3	56.3
	7	470	100.0	47.2	45.4	7.4	52.8
	8	232	100.0	55.8	36.7	7.4	44.2
Social Studies							
2009	3	267	98.9	29.0	46.7	24.3	71.0
	4	530	99.6	26.8	58.2	15.0	73.2
	5	225	100.0	48.1	38.3	13.6	51.9
	6	245	99.2	25.7	58.4	15.9	74.3
	7	470	100.0	56.2	28.5	15.3	43.8
	8	237	100.0	46.5	39.5	14.0	53.5
Writing							
2009	3	534	97.9	33.9	35.2	30.9	66.1
	4	527	96.8	35.9	44.4	19.7	64.1
	5	454	98.9	34.5	41.5	24.0	65.5
	6	498	97.6	43.4	38.6	18.0	56.6
	7	466	98.9	44.9	40.6	14.4	55.1
	8	471	98.5	41.8	45.3	12.9	58.2

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	476	98.7	16.4	41.7	30.7	11.2	53.9	61.8	No	Yes
Male	219	98.6	23.1	42.8	25.5	8.7	45.7	57.4	N/A	N/A
Female	257	98.8	10.9	40.7	35.1	13.3	60.9	66.1	N/A	N/A
White	25	100.0	17.4	26.1	39.1	17.4	65.2	74.3	I/S	I/S
African American	447	98.7	16.5	42.7	29.9	10.9	53.1	44.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	65	93.8	51.7	41.4	5.2	1.7	15.5	19.4	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	354	99.4	17.4	44.9	28.4	9.3	50.7	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	476	97.9	24.9	33.1	24.3	17.7	52.5	62.7	No	Yes
Male	219	97.7	29.0	35.3	22.7	13.0	46.9	61.8	N/A	N/A
Female	257	98.1	21.5	31.3	25.6	21.5	57.3	63.6	N/A	N/A
White	25	100.0	21.7	13.0	34.8	30.4	69.6	75.1	I/S	I/S
African American	447	97.8	25.2	34.3	23.8	16.6	51.4	45.1	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	65	90.8	75.4	14.0	7.0	3.5	14.0	21.8	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	354	98.3	25.7	35.1	24.3	14.9	50.0	47.9	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	476	91.4	80.5	7.6	3.2	0.2	N/A	N/A	N/A	N/A
Male	219	87.7	79.0	5.0	3.7	N/A	N/A	N/A	N/A	N/A
Female	257	94.6	81.7	9.7	2.7	0.4	N/A	N/A	N/A	N/A
White	25	88.0	56.0	20.0	12.0	N/A	N/A	N/A	N/A	N/A
African American	447	91.7	81.9	6.9	2.7	0.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	65	66.2	66.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	354	91.8	81.9	6.8	2.8	0.3	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	507	97.4	15.0	36.7	34.4	13.8	59.7	69.7
	2009	476	98.7	16.4	41.7	30.7	11.2	53.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	507	97.2	23.6	34.7	28.7	13.0	53.8	67.2
	2009	476	97.9	24.9	33.1	24.3	17.7	52.5	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate, grades K-8	94.9%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.